English as an Additional Language or Dialect

General Course Year 12

Selected Unit 3 syllabus content for the

Externally set task 2021

This document is an extract from the *English as an Additional Language or Dialect General Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Externally set task (EST) for 2021 will be based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2021 under standard test conditions. The EST will take 50 minutes.

The EST will be marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment

Unit 3

Unit description

Unit 3 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. Students explore the relationship between these structures and features and the context, purpose and audience of texts. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for work and further study.

The thematic focus for this unit is **attitudes, issues, identity**. Using knowledge and skills from their existing languages and cultures, students learn to use English to explore wider social contexts beyond the personal and immediate community. From their position as cross-cultural learners, they examine issues and different points of view to develop, present and express ideas and opinions in relation to these.

Through the investigation of a range of topics, students explore their relationships with cultures, deepen their understanding of cultural similarities, differences and values and develop their ability to use English. Students apply their SAE skills to examine the ways language is used in relation to these topics to position the reader and viewer.

Learning outcomes

By the end of this unit, students:

- communicate ideas and opinions in a range of contexts

- demonstrate literal and inferential comprehension of information, ideas and language used in texts

- understand and apply social and cultural references from different contexts

- plan and create oral, written and multimodal texts appropriate to purpose and audience.

Suggested contexts

Within the broad area of **attitudes, issues, identity**, teachers may choose one or more of the suggested contexts (this list is not exhaustive):

- social practices: raising children, storytelling, cultural practices, interpersonal relationships and expressing and showing emotions

- significant places: cultural conceptions of land and ownership, impact of introduced species, impact of primary and secondary industry (mining, fishing, industrial plants); impact of people; sites of cultural significance

- tradition and identity: how traditions relating to rituals, customs, celebrations, holidays and holy days help to develop and maintain identity; and diverse traditions that are part of the wider Australian community

- communities: impact of change; impact of trade, technology, tourism, migration; and Australia as a community – government services to support the broader Australian community.

Unit content

An understanding of Year 11 unit content is assumed knowledge for students in Year 12.This unit includes the knowledge, understandings and skills described below. For more specific detail of key language skills and knowledge underpinning the mastery of these communicative capacities in SAE, refer to the Language table to be found under Organisation of content.

This course has suggested text lists.

Communication skills and strategies

- seeking assistance and asking for clarification in social, work and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding, seeking feedback

- using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, including interviews, role plays, group discussions, debates and informal speeches

- understanding non-verbal cues as related to SAE contexts, including conventions of eye contact, gesture, physical space/distance

- understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts

- identifying assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures

- using active listening strategies and working collaboratively with others

Comprehension skills and strategies

- using contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts

- identifying linguistic and structural features of a range of more complex text types, including literary and transactional texts

- distinguishing between main ideas and supporting details and between fact and opinion

- defining some common SAE cultural references and implied meanings in texts

- selecting and evaluating suitable information sources, skimming for general meaning and scanning for specific information, note-taking, summarising, paraphrasing, using graphic organisers to collect and collate information, synthesising information from two sources

- using a range of reference texts, including dictionaries, thesauruses, grammar texts and digital resources to assist language learning and comprehension

- using strategies to plan, reflect on and consolidate own learning

Language and textual analysis

- identifying how different purposes and contexts influence language choices and meaning

- explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process or a performance

- describing the effect of register, style and tone on meaning

- explaining the effects of descriptive language and imagery in texts

- describing how language reflects sociocultural constructions of age, gender, race and identity

Creating texts

- using appropriate structure and content to communicate ideas and opinions for different purposes and audiences

- using paragraphing to organise and communicate main and supporting ideas

- using digital, multimodal and print-based technologies

- using common language features, including subject specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms and conjunctions connecting ideas within and across sentences

- using description, characterisation, and direct and indirect speech

- using cohesive devices at sentence, paragraph and whole text level

- using research skills and strategies, including note-taking, note-making, summaries, and graphic organisers to collect and collate relevant information, paraphrasing and synthesising, quoting and referencing appropriately

- using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses